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Beginners' Spanish. By WILLIAM HANNSLER and CLARENCE E. PARMENTER. Charles Scribner's Sons. 1919. xxv+294 pp.

One finds in this book much that is old and considerable that is new. Our old friend, the *Puerta del Sol*, shows up as is usual in any well bred Spanish text book. The time honored school-room adventures with chalk, eraser and pointer are set forth in meticulous Spanish. A series of letters adorn the text. They do not remind one of Mme de Sévigné. The *cuerpo humano*, the *cinco sentidos*, the *cuatro estaciones* and the *reloj* do yeoman service. Luisa raises her arm, Enrique opens the door, Tomás places the red ink beside the thick book, while Pedro obligingly refrains from conversation with Adela—all as bidden in impeccable Castilian. The atmosphere is peninsular and pedagogic.

In the preface the authors offer some refreshingly rational observations on the absurdity of using technical Spanish grammatical terms in teaching Spanish grammar to American youth. Unfortunately the point is somewhat blunted by the presence of directions like the following, page 7, second lesson: *Antepóngase a cada uno de los sustantivos siguientes el artículo definido singular e indíquese con . . .* etc.

The best feature of the book is the part that treats of the formation of sounds and the phonetic symbols. How much use of such symbols should be made in class room blackboard work may be debatable, but in the main the authors' contentions are indisputable. Stress groups, breath groups, linkings and intonation are commendably handled, perhaps too briefly.

Occupying middle ground between the old grammatical method (where the author formulated the rules and gave just enough examples to raise the presumption that he was telling the truth) and the early pitchfork style of the direct method (where the tenses, moods, pronouns and genders were jumbled together with the expectation that the student somehow might imbibe correct grammatical principles, through the pores, as it were), Messrs Hannsler and Parmenter have laid due and scientific emphasis on eye and ear training, on close observation, on accurate reasoning, on careful inference and on classification by the student himself.

Interesting from the start, sane and conservative, yet abreast of the best modern thought and practice, the book will do much to redeem modern language teaching from the stigma cast on it too often and perhaps sometimes too justly by scientists and classical teachers.

E. L. C. MORSE

Sobre el Estudio de Idiomas; carta al Señor don Julio Saavedra Molina. Por Rodolfo Lenz. Santiago, Chile, 1919. 127pp.

In this excellent pamphlet Lenz, the well-known Chilean scholar, discusses the Modern Language problem with reference to the